COMMON TRAINING

PROFICIENCY LEVEL THREE

INSTRUCTIONAL GUIDE

SECTION 2

EO M309.02 – IDENTIFY METHODS OF INSTRUCTION

Total Time: 60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-803/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Photocopy Annexes C and D for each cadet.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TP 1 to describe types of lessons as it allows the instructor to deliver new information while encouraging the cadets to actively participate by asking and responding to questions.

An in-class activity was chosen for TPs 2 and 3 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of types of lessons and methods of instruction.

INTRODUCTION

REVIEW

N/A

OBJECTIVES

By the end of this lesson the cadet shall have identified a method of instruction appropriate for a specific type of lesson and given topic.

IMPORTANCE

It is important for cadets to know that there are many methods of instruction that can be used for knowledge and skill lessons. Varying the method of instruction is one way for instructors to create interest and encourage learning.

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Teaching point 1 **Describe Types of Lessons**

Time: 5 min Method: Interactive Lecture

TYPES OF LESSONS

Knowledge and skill are the two types of lessons.



The main differences between a knowledge lesson and a skill lesson are how the cadets participate during the lesson and how the instructor confirms learning at the end of a teaching point or lesson.

In a knowledge lesson, the cadets participate by asking and responding to questions and discussing lesson content. The instructor confirms learning by posing questions to the class or conducting an activity.

In a skill lesson, the cadets participate by practicing and performing a skill while the instructor observes the cadets' performance to confirm learning.

Knowledge Lesson

A knowledge lesson gives the cadets the theoretical aspects of a subject. The instructor presents basic information about a topic, typically following the who, what, where, when and why (5 Ws) format. Delivering an effective knowledge lesson requires the instructor to:

1. select an instructional method;
2. research the lesson information thoroughly;
3. summarize the information;
4. prepare questions to encourage class participation;
5. prepare questions for confirmation; and
6. prepare training aids.



All lessons require the instructor to create and maintain interest. It is especially important that instructors ensure that knowledge lessons are interesting because they are not hands-on.

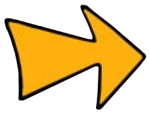
Skill Lesson

A skill lesson demonstrates the skill to be learned in a step-by-step sequence. Conducting an effective demonstration requires the instructor to:

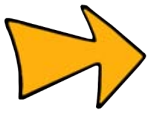
1. plan carefully;
2. breakdown the skill to be taught into sequential steps;
3. rehearse the sequence to ensure that it is accurate and clear;
4. prepare a written lesson plan;
5. prepare and/or obtain all material needed to demonstrate and practice the skill in advance;
6. organize the class so the demonstration can be seen;

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7. allow the cadets to practice the steps under supervision;
8. provide assistance or re-demonstrate as necessary; and
9. allow the cadets to continue to practice under supervision until all have achieved the skill.



Mastery of a particular skill may require practice beyond class time depending upon the learners and difficulty of the skill.



Learning is a combination of knowledge, attitudes and skills that promote the development of a cadet.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. What are the main differences between knowledge and skill lessons?

Q2. How do instructors confirm learning in a skill lesson?

Q3. Why is it more difficult to create and maintain interest in a knowledge lesson?

ANTICIPATED ANSWERS

A1. Knowledge and skill lessons differ mainly in how cadets participate during the lesson and how instructors confirm learning at the end of a teaching point or lesson.

A2. Instructors confirm learning in a skill lesson by observing the cadets perform the skill.

A3. It is more difficult to create and maintain interest in a knowledge lesson because it is not hands-on.

Teaching point 2 **Conduct an Activity Where the Cadets Will Describe Methods of Instruction**

Time: 25 min Method: In-Class Activity

BACKGROUND KNOWLEDGE

INSTRUCTIONAL METHODS

Instructors should be familiar with and able to use a variety of methods of instruction. Some of the more widely used instructional methods are described and located at Annex C.

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets describe methods of instruction.

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RESOURCES

- Methods of instruction information sheets,
- Flip chart paper,
- Coloured markers, and
- Pens/pencils.

ACTIVITY LAYOUT

Set up four work stations and label them “description”, “pre-lesson preparation”, “typical applications” and “lesson development”. At each station have:

- three sheets of flip chart paper, and
- coloured markers.

ACTIVITY INSTRUCTIONS

1. Divide the cadets into four groups and place each group at one of the labelled work stations.
2. Give the cadets a copy of Annex C.
3. Assign each group a leader. The group leader will be responsible for assigning a recorder and reader.
4. Have each group research their information (description, pre-lesson preparation, typical applications, or lesson development) from Annex C for each method of instruction and record the key points on the flip chart paper. (10 minutes)
5. Have the groups share their information with the class. (10 minutes)

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 2

The cadets’ participation in the activity will serve as the confirmation of this TP.

Teaching point 3 **Conduct an Activity Where the Cadets Will Select an Appropriate Method of Instruction for a Given Topic**

Time: 20 min Method: In-Class Activity



The instructional method is determined by the:

- lesson material,
- environment in which the training will take place,
- resources available to the instructor,
- time available to the instructor, and
- needs of the cadets.

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ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets consider criteria and select an appropriate method of instruction for each topic.

RESOURCES

List of lesson topics located at Annex D.

ACTIVITY LAYOUT

N/A.

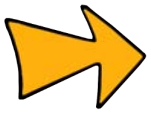
ACTIVITY INSTRUCTIONS

1. Give the cadets a copy of Annex D.

2. Introduce the objective of the activity and have the cadets work individually for 10 minutes matching the lesson topics to the instructional methods described in TP 2.

3. Stress that some topics can be taught using more than one method of instruction but they are to chose the one they consider to be the most appropriate.

4. Have the cadets share their work with the class by identifying and explaining their choice of instructional method for a topic.



No single instructional method is best for all objectives. Providing instruction using a variety of methods can often enhance learning.

SAFETY

N/A.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What is one application of the interactive lecture?

Q2. How does the instructor confirm learning when using the demonstration and performance instructional method?

Q3. What instructional method is being used when the cadets participate in "real life" operations that illustrate what was discussed or learned in the classroom?

Q4. Give two examples of in-class activities?

Q5. Games create variety and arouse interest. It is critical they do what?

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Q6. Which instructional method is being used when cadets produce a product, carry out an application or demonstrate a process?

ANTICIPATED ANSWERS

A1. Interactive lectures can be used to review previously taught material, present background information, introduce a new subject, give instructions on procedures, illustrate the application of rules, principles or concepts and introduce a demonstration, discussion or performance.

A2. During a demonstration and performance, the instructor confirms learning by observing the cadet perform the operation, skill or movement.

A3. Field trip.

A4. In-class activities include learning stations, videos, brainstorming, debating and group work.

A5. It is critical that games support learning.

A6. Practical activity.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

This EO is assessed IAW A-CR-CCP-803/PG-001, Chapter 3, Annex B, Appendix 3 (309 PC).

CLOSING STATEMENT

Being able to select a method of instruction appropriate for a given lesson is an important skill for an instructor. Cadets will be more likely to pay attention, participate in classroom activities, answer questions and generally have a positive learning experience if instructors select an appropriate instructional method and plan the learning activities.

INSTRUCTOR NOTES/REMARKS

N/A.

REFERENCES

A1-041 A-P9-050-000/PT-006 Director Training and Education Policy. (2002). *Canadian Forces Individual Training and Education System* (Vol. 6). Ottawa, ON: Department of National Defence.

A1-042 A-P9-050-000/PT-005 Director Training and Education Policy. (2001). *Canadian Forces Individual Training and Education System* (Vol. 5). Ottawa, ON: Department of National Defence.

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